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AUTHOR Ratcliff, James L.
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ABSTRACT

This course outline and study guide for "The Comprehensive Community College," a graduate course offered at Iowa State University, lists topics, objectives, and references for each of the 13 topic-based units in the course. Introductory material indicates that the course, which was designed for practicing and aspiring community college professionals, emphasizes the development, purposes, functions, and current programs of two-year colleges. The bulk of the guide consists of outlines for the topic-based units, which focus on: (1) characteristics and functions of two-year colleges; (2) history and status of the two-year college movement; (3) the community college student; (4) university parallel education and articulation with four-year colleges; (5) occupational/career education; (6) general education and liberal arts education; (7) adult and continuing education and community services; (8) developmental/remedial education; (9) student services in the community college; (10) the community college faculty; (11) organization and administration of community colleges; (12) financing community colleges; and (13) the future of the community college movement. (EJV)

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ED269092

THE COMPREHENSIVE COMMUNITY COLLEGE

Study Guide

Instructor:
James L. Ratcliff

IOWA STATE UNIVERSITY
College of Education
Department of Professional Studies in Education
Higher Education Section

May, 1986

JC 860 241

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STUDY GUIDE

Course: Hg Ed 567

The Comprehensive Community College

IOWA STATE UNIVERSITY
College of Education
Department of Professional Studies in Education
Higher Education Section

Instructor: James L. Ratcliff
Office: N244 Quadrangle, I.S.U.
Ames, IA 50011
Telephone: (515) 294-8182

GENERAL INFORMATION

Credits: 3 semester hours

Prerequisite: Graduate Standing

Purpose of the Course:

This course is designed for practicing and aspiring community and junior college faculty members, professional staff, and administrators. The emphasis is on the development, purposes, functions, and current programs of two-year colleges — not on teaching or administrative procedures. A student who successfully completes this course will be able describe orally and/or in writing:

1. The history of the community-junior college movement.
2. The role and the characteristics of the two-year college in the American pattern of education.
3. The various functions and purposes of the comprehensive community college.
4. The relationship of the two-year college to other segments of education.
5. Significant problems and issues facing two-year colleges, and offer suggestions for the solution of these problems and issues.
6. The operations of at least one community college (other than the one where the student may be employed).
7. Important references and sources of information on the two-year college.
8. Some special aspect of the two-year college in which the student has conducted an intensive investigation.
9. The future prospects of the community-junior college.

COURSE TOPICS

1. Characteristics & Functions of the 2-Year College.
2. History & Status of the 2 Yr. College Movement.
3. The Community College Student.
4. University Parallel and Articulation.
5. Occupational/Career Education.
6. General Education and Liberal Education.
7. Adult & Continuing Education & Community Services.
8. Developmental/Remedial Education.
9. Student Services in the Community College.
10. The Community College Faculty.
11. Organization & Administration of Community Colleges.
12. Financing Community Colleges.
13. The Future of the Community College Movement.

REQUIREMENTS OF THE COURSE

The following assignments constitute the requirements for this course. They are to be completed PRIOR to taking the final examination. The nature of some assignments (i.e., interviews, visitations, and the term paper) may vary among members of the class. Students are advised to obtain approval from the instructor prior to beginning work on these course requirements:

1. Readings:

Use this study guide, along with other sources suggested by the instructor or from library searches of the current literature, to choose your readings for each topic. These readings, together with those assigned in the course text, will enable you to attain the objectives listed under each topic. For each article or book segment you read for a topic, you are to prepare and provide a one page written abstract; make enough copies for every other member of the class, plus a copy for the instructor. You may select the readings you find most meaningful to your interests. You are encouraged, however, to read in each topical area to prepare for the final exam.

You will also read assigned sections of the text. These readings will help give you an overview of the relevant research on topics discussed in class sessions. The text for this class is:

-) Cohen, Arthur M. & Florence B. Brawer. The American Community College. San Francisco: Jossey-Bass, 1982.

2. Participation in class discussion:

The seminar is the format for this course. Each participant in the seminar has valuable skills in analysis derived from their readings, varying experience, and perception. You are encouraged, therefore, to participate in class discussion: (1) to contribute important information on two-year colleges you have obtained; (2) to report informally on pertinent readings, and (3) to explore special problems and questions of interest to the seminar group. Seminar discussion will be guided by the topical outline and not by the formal presentation of "reading reports". Therefore, use your outline for each topic to make notes for class discussions.

3. Report on College Visitation:

Each student will visit a community college or interview faculty, students and/or administrators to become personally acquainted with some aspect of the institution's program related to his or her particular interest. These visitations may be conducted at any community, junior or technical college; they may involve telephone interviews and/or in-person visits. (This requirement may be modified for experienced community college personnel enrolled in the course.)

Preparation for visitations and interviews should consist of examining information on the institution contained in the following documents:

a. The current college catalog or bulletin (located on Microfiche in ISU Parks Library).
b. The institutional description found in the most recent edition of American Junior Colleges published by the American Council on Education
c. The current issue of the Community, Junior, and Technical College Directory published annually by the American Association of Community and Junior Colleges.
d. Other pertinent reports on the college that may be available from the state or the college itself (Check the organizational and institutional index of Resources in Education Index for ERIC.

PLEASE SEE THE INSTRUCTOR & DISCUSS YOUR VISITATION PLAN PRIOR TO CONDUCTING YOUR COLLEGE VISIT!!!

The Visitation Report consists of approximately four typewritten pages describing your findings and observations regarding the unique and the normative features of the college. Use your course outlines as guides in organizing your visit and visitation report.

4. Course Project

A requirement of the course is a report on an individual course project related to the community college. You are urged to select a topic that will be of value to you in existing or future assignments. PRIOR to Class Session 4, you are to submit a brief (one page) statement on your project identifying:

1) a brief description of the proposed project.
2) the methodology selected for doing the project.
3) the sources of information to be utilized.

Some time will be set aside in class sessions 1-3 to assist you in identifying a topic for your course project and in developing the one page statement of your research plan. The final report of the project should by typewritten, and should be approved term paper format including footnotes and a bibliography of sources. You may choose the subject of your project from a wide variety of topics so long as they are related to the course objectives. In the interest other people's time, mail questionnaire studies are not recommended. Two typed copies of the final report are required. One, with the instructor's comments, will be returned to you. Those which are judged appropriate will be submitted to the ERIC Clearinghouse for Junior Colleges for inclusion in the ERIC system.

5. Final Examination:

Questions for the final examination will be drawn from the objectives listed under topic headings in this study guide. The examination is designed to be a learning experience rather than an ordeal. It will be an open book essay exam with specified maximum time and page limits.

COURSE GRADE

Reading Abstracts (25% of Grade)

High quality - substantial number .....75-80 Points = A
Good quality and number .....70-74 Points = B
Meet minimum requirement .....65-69 Points = C

=) Eight (8) abstracts of readings are required (max. 80 pts). If submitted during the first scheduled class discussion of the topic to which they pertain ... 5 to 8 pts each depending on quality.

=) If submitted after the first class session to which they pertain ... 2 to 4 pts each depending on quality.

=) If an abstract does not meet minimum requirements, the instructor will provide you with guidance in re-writing it.

Contribution through Class Participation (15% of Grade):

Excellent .... A Good ..... B Adequate C

Report on Community College Visitation (10% of Grade):

Excellent .... A Good ..... B Adequate C

Course Project (25% of Grade):

Excellent .... A Good ..... B Adequate C

Final Examination (25% of Grade):

Excellent .... A Good ..... B Adequate C

BASIC REFERENCES

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HG ED 567 - COMPREHENSIVE COMMUNITY COLLEGE - SPRING 1986 CALENDAR

Dates	Days	Text	Topic/Discussion
Jan. 20	Mon.	Cohen & Brawer	Introduction Course Overview
Jan. 27	Mon.	Chapter 1	Topic 1: Characteristics
Feb. 3	Mon.		Topic 2: History and Development Abstract #1 Due
Feb. 10	Mon.	Chapter 2	Topic 3: The Students Project Proposal Due
Feb. 17	Mon.	Chapter 11	Topic 4: Transfer & Articulation
Feb. 24	Mon.	Chapter 8	Topic 5: Occupational/Career Ed
Mar. 3	Mon.	Chapter 12	Topic 6: General Ed/Liberal Ed
Mar. 10	Mon.		SPRING BREAK
Mar. 17	Mon.	Chapter 10	Topic 7: Adult and Continuing Ed
Mar. 24	Mon.	Chapter 9	Topic 8: Developmental/Remedial Ed
Mar. 31	Mon.	Chapter 7	Topic 9: Student Services
Apr. 7	Mon.	Chapter 3	Topic 10: Faculty
Apr. 14	Mon.	Chapter 4	Topic 11: Organization and Admin College Visitation Report Due
Apr. 21	Mon.	Chapter 5	Topic 12: Finance
Apr. 28	Mon.		Independent Work
May 5	Mon.	Chapter 13	Topic 13: The Future
May 12	Mon.		Final Examination

Note: Research reports are due, in final form, by May 5. However, they will be presented to the class beginning April 14.

Citation uses APA style

Your Name
Date
Hg Ed 567
Module 3

Smart, J.C. & Ethington, C.A. (March, 1985). Early career outcomes of baccalaureate recipients: A study of native four year and transfer two year college students. Paper presented at the meeting of the Association for the Study of Higher Education, Chicago.

Informative abstract 100-300 words

Data were obtained from the National Longitudinal Study of the High School Class of 1972 on 1,609 students who received the baccalaureate degree in 1976. The data included academic ability, family socioeconomic status (SES), intented occupational status as high school seniors in 1972, years enrolled in a two year college between 1972 and 1976, years employed and number of jobs held between 1976 and 1979, and occupational status and intrinsic and extrinsic job satisfaction in 1979. A multivariate analysis of covariance, controlling for academic ability, SES, intended occupational status, and years employed, was used to assess the effects of gender and years enrolled in a 2 year college on job stability, status, and intrinsic and extrinsic satisfaction.

The results revealed no differences in the four job outcome variabled between the college graduates who did not attend a 2 year college and those who attended one for 2 or 3 years. No interaction between gender and 2 year college attendance was found, indicating the overall similarity was consistent for the men and women graduates. These results suggest that students who begin their undergraduate preparation at a 2 year college are not disadvantaged in the long run in comparison to those whose undergraduate preparation is solely in a 4 year institution.

14 references — Number of references

The authors are faculty members in the Educational Research and Evaluation Program, College of Education, Virginia Polytechnic Institute and State University.

— Authors position(s) and institution

TOPIC 1: CHARACTERISTICS & FUNCTIONS OF TWO-YEAR COLLEGES

A. Types of two-year institutions.

1. Private junior colleges
2. Technical institutes
3. Area vocational-technical centers
4. Public transfer-oriented junior colleges
5. University extension centers
6. Comprehensive community colleges

B. Roles of Two-Year Colleges in American educational system.

1. Upward extension of secondary education.
2. Lower division of a university.
3. Normal schools and teacher education.
3. Condensed liberal arts program.
4. Vocational & technical education.
5. A unique educational institution.

C. Purposes and functions of the community college.

1. Traditional purposes and functions.
   a. college preparatory.
   b. general studies, liberal arts, transfer.
2. Comprehensive purposes and functions.
   a. broad range of occupational programs
   b. general education adapted to institution's need
   c. continuing, adult, and community education
   d. developmental and special needs education
   e. economic and community development

D. Characteristics of the community college.

1. "American" educational development.
2. Diversity of student population
3. Flexibility in curriculum & services
4. Open access
5. Comprehensiveness of curriculum
6. Community-centered, performance-based
7. Democratic and reformist in philosophy
8. Developmental, progressive education
9. Education for personal development

E. Differences and similarities between two-year and four-year colleges.

1. Admission policies
2. Costs
3. Curriculum
4. Purposes
5. Clientele
6. Faculty

OBJECTIVES

By the end of this topic, you should be able to:

1. Define the traditional and emerging roles of the community colleges in American education.
2. Differentiate the purposes & functions of the traditional junior college from those of the comprehensive community college.
3. Describe at least five characteristics of the 2 yr. college.
4. Define "open door" admission and discuss its implications for (a) curriculum, (b) instruction, (c) faculty.
5. Cite three significant ways in which community colleges differ from four-year colleges.

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TOPIC 1: CHARACTERISTICS & FUNCTIONS OF TWO-YEAR COLLEGES

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TOPIC 2: HISTORY & PRESENT STATUS OF THE TWO-YEAR COLLEGE

TOPIC OUTLINE

A. Development to 1930

1. Evolution of early private junior colleges.
2. Influence of early university presidents.
3. Establishment of first public junior colleges.
   a. extension of high schools
   b. technical institutes
   c. normal schools
   d. university extension centers
   e. former four-year colleges
4. Influence of Harper, Koos, Eells, Wood, Lange, and others.

B. Development from 1930 to 1950

1. Impact of the depression
2. Impact of World War II
3. Impact of the returning military veteran.
4. Influence of Bogue, Colvert, Reynolds, Eells, Koos, and others
5. Developments in California

C. Developments from 1950-1965

1. Evolution of state systems and state plans
2. Emergence of the multi-campus urban institution
3. Enactment of legislation favorable to the development of community colleges
4. Influence of significant leaders of the 1960's — Bleazer, Hattenberger, Medsker, Johnson, Colvert, Martorana.

D. Developments from 1965 to 1975.

1. The comprehensive concept becomes operational.
2. Emergence of new programs to serve new students and new needs
3. Strong national leadership
4. Increased federal funding
5. Rapid enrollment growth
6. Implementation of the community college concept internationally.

E. Factors responsible for the growth of community colleges

1. Population growth and diversification
2. Rising middle class and demand for social mobility
3. Urbanization and technical specilization
4. Populist democratic ideology, localism, & egalitarianism
5. Political competition & rivalry between civic units.

OBJECTIVES

By the end of this topic, you should be able to:

1. Cite early leaders and enumerate ways they influenced the development of the two-year college movement.
2. Describe why junior colleges were established initially.
3. Discuss the changes in junior college functions over the years.
4. Describe the present status of the comprehensive community college movement.

TOPIC 2: HISTORY & PRESENT STATUS OF THE TWO-YEAR COLLEGE

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TOPIC 3: CHARACTERISTICS OF COMMUNITY COLLEGE STUDENTS

TOPIC OUTLINE

A. Major Characteristics and Proportions of:
- a) full-time students
- b) part-time students
- c) adult students
- d) "second" and "last" chance students
- e) disadvantaged and special needs students
- f) foreign students and others with limited English

B. Studies of why students enter and leave colleges.

C. Comparative studies of two-year & four-year students.

D. Studies of problems faced by community college students.

E. Studies of student's perceptions of their community college experiences.

OBJECTIVES

By the end of this topic, you should be able to:

1. Describe the various types & categories of persons who utilize the educational services of the community college.
2. Give the principal reasons why students attend & leave community colleges.
3. Compare the characteristics of community college vs. senior college/university student in terms of:
   a. abilities & aptitudes
   b. aspirations & interests
   c. socio-economic backgrounds
   d. educational achievement
   e. perceptions of their educational experiences
4. Discuss the typical problems 2-year college students face.
5. Discuss ways 2 year colleges attempt to assist students in finding solutions to their problems.

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TOPIC 4: UNIVERSITY PARALLEL & ARTICULATION

TOPIC OUTLINE

A. Roles served by two-year colleges in the transfer function
1. Historical eminence of the transfer function.
2. Two-year colleges as screening agents.
3. The "salvage" function.
4. Relief for the overloads of senior institutions.

B. Characteristics of transfer students
1. Socio-economic
2. Aptitude.
3. Age
4. Career goals.

C. Studies of transfer students.
1. Retention and attrition.
2. Time required to complete undergraduate degree.
3. Academic performance.
4. Degree attainment.
5. Transfer shock.
6. Problems in making comparisons.

D. Articulation programs and policies.
1. Transfer agreements.
2. Articulation conferences
3. Communication of information
4. Administrative arrangements to facilitate transfer.

OBJECTIVES

By the end of this topic, you should be able to:

1. Explain the forces that influenced the development of transfer programs and policies.
2. Evaluate research on the two-year college's success in performing the transfer function.
3. Describe the performance record and retention of transfer oriented students in community colleges while a) in the two-year institutions, and b) after transfer.
4. Describe the typical problems that transfer have experienced in senior institutions.

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TOPIC 5: OCCUPATIONAL EDUCATION

TOPIC OUTLINE

A. Occupational Education Terminology

1. Career education
2. Technical education
3. Vocational education
4. Semi-professional
5. Para-professional
6. Preparatory training
7. Supplemental training
8. Open-Entry/Open Exit
9. Skill Cluster Concept.
10. Cooperative Education
11. In-plant training programs
12. Agricultural Education
13. Distributive Education
14. Health Occupations
15. Business Occupations
16. Trades & Industrial

B. Types of Programs

1. generalist vs. specialist
2. practice vs. competence
3. preparatory vs. skill upgrading
4. certification vs. employer demand
5. retraining
6. campus vs. plant training

C. Procedures for Initiating Programs

1. State Plan
2. Manpower studies
3. Customized training programs
4. Regional coordination
5. Student interest
6. Economic development initiatives
7. Advisory committees
8. Follow-up & impact studies

D. Issues in Occupational Education

1. Uncertain enrollment patterns
2. Unclear future employment markets
3. Updating of facilities & equipment
4. Uneasy economic climate
5. Uncertain funding patterns
6. Supply-demand planning
7. Staffing - hiring, updating and renewal
8. Unusual partners and collaborators
9. Accreditation of programs

OBJECTIVES

By the end of this topic, you should be able to:

1. Define terms commonly used to describe various aspects of occupational education.
2. Illustrate the range of programs in three fields of employment for which community colleges offer occupational programs.
3. Describe the processes employed for developing new occupational programs and for keeping them updated.
4. Discuss major issues involved in community college occupational education.

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TOPIC 6: GENERAL & LIBERAL EDUCATION

TOPIC OUTLINE

A. Historical Development of Liberal Arts & General Education
- a. Original purposes of each & differences between them.
- b. Amalgamation of liberal and general education.

B. General-Liberal Education in Two-Year Colleges
- a. Purposes served.
- b. Programs for transfer, occupation & personal development.
- c. Access vs. Elitism
- d. Pragmatism vs. Idealism

C. Approaches to General-Liberal Education
- a. Introductory Course Approach
- b. Survey Course Approach
- c. Integrated Course Approach
- d. Current Problems, issues, & developments approach
- e. General education in the career education sequence
- f. Core Requirements
- g. Distribution requirement
- h. Innovative and experimental approaches.
- i. General education and literacy.
- j. General community education.

D. Problems encountered in developing and implementing a general-liberal education program.
- a. Meeting senior college requirements
- b. Meeting specialized occupation requirements.
- c. Failure to program for general education
- d. Faculty preparation.
- e. Failure to develop innovative programs.
- g. Student backgrounds and orientations.
- h. Curriculum materials.
- i. Identification with personal development.
- j. Organization by discipline.
- k. The Search for a methodology.

OBJECTIVES

Upon completion of this topic, you should be able to:

1. Define general and liberal education.
2. Defend the proposition that general-liberal education is a significant function of the community college.
3. Describe several approaches to general-liberal education utilized by two-year colleges.
4. Discuss several curricular and instructional problems encountered in implementing innovative programs of general-liberal education.

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TOPIC 7: ADULT & CONTINUING EDUCATION & COMMUNITY SERVICES

TOPIC OUTLINE

A. Principal Types of "outreach" activities.
   1. Adult basic education.
   2. Developing & upgrading occupational skills.
   3. Developing "self-help" competencies.
   4. Personal interest programs.
   5. Assisting groups with special health, social and economic problems.
   6. Cooperative programs.

B. Factors & forces that create desires & needs for "life-long" learning.
   1. life style changes
   2. technological changes
   3. changing concepts of education.

C. Issues & Problems in serving the outreach function.
   1. funding.
   2. mandatory relicensure
   3. staffing.
   4. needs determination.
   5. access.

D. Examples of effective "outreach" programs.

OBJECTIVES

Upon completion of this topic, you should be able to:

1. Describe the major types of activities that comprise the "outreach" function of the community colleges.
2. Take and support a position on the role of community college in providing adult education and community services.
3. Cite issues & problems that confront community colleges in their efforts to serve to provide "outreach" services.
4. Describe exemplary programs that illustrate various aspects of the "outreach" function.

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TOPIC 8: THE DEVELOPMENTAL FUNCTION & SPECIAL NEEDS STUDENTS

TOPIC OUTLINE

A. Definitions of High Risk Students
1. The culturally distinct Americans.
2. The "new" Americans & foreign students.
3. The educationally underdeveloped.
4. The physically & emotionally disabled
5. Students of limited ability.

B. Methods of Serving High Risk Students
1. Special curricula
   a) minority & ethnic studies
   b) developmental studies
   c) remedial courses
   d) ESL
2. Skill centers and learning laboratories
3. Non-punitive grading
4. Learning contracts
5. Tutoring and counseling.
6. Self-paced learning
7. Restrictive entrance into programs and courses

C. Evidence of the Effectiveness of Various Approaches
1. Research 2. Data 3. Materials

D. Issues and Problems in Serving High Risk Students
1. The question of institutional mission.
2. Learning materials.
3. Evaluation of progress & success.
4. Financial support.
5. Faculty gratification.
6. Image.

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TOPIC 9: STUDENT AND PERSONNEL SERVICES

TOPIC OUTLINE

A. Student Services in the Community College.
   1. Origin of the student services function.
   2. Types of services provided.

B. Counseling and Guidance.
   1. Realistic vs. aspirational goals of students.
   2. Student development as a theoretical orientation.
   3. Guidance services and FTE's.
   4. Determining counseling & guidance effectiveness.

C. Recruitment and Orientation.
   1. Recruitment and marketing practices.
   2. Retention, attrition, and persistence strategies.

D. Extracurricular student activities.
   1. Types of activities.
   2. Student participation problems.
   3. Student support groups.
   4. Department- or division-based activities.

E. Residence Facilities.
   1. Resident vs. commuting student needs.

F. Financial Aid.
   1. Basic sources of support.
   2. Need for financial assistance.
   3. The adult student and financial aid.

G. Student records, admissions, and registration.
   1. Dropout, stopout, and admissions.
   2. Diagnostic testing.

H. Other Student Services.
   1. Auxiliary services (Health, food, parking, etc.)
   2. Research and follow-up studies of students.
   3. Scholarships and loan funds.
   4. Discipline and probation.
   5. Employment opportunities and placement.

OBEJCTIVES

Upon completion of this unit the student will be able to:

1. Describe the scope of student personnel services (SPS) typically provided by community colleges.
2. Describe typical organizational arrangements used by two-year colleges in providing SPS.
3. Identify some of the more promising innovations and practices being employed by community colleges in an effort to assist students through their SPS programs.
4. Discuss the problems encountered in developing and operating SPS personnel programs and methods employed to deal with these problems.

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TOPIC 10: THE FACULTY AND OTHER PROFESSIONAL STAFF

TOPIC OUTLINE

B. Attitudes & Perceptions of 2 Year College Faculty toward:
   1. Occupational education
   2. Open door admissions policy
   3. Developmental education
   4. Nature of their duties
   5. Remaining in community college teaching

C. Expectations of Community College Faculty Held by:
   1. Administrators and Authorities.
   2. Community.
   3. Universities.

D. Employment Opportunities and Working Conditions.

OBJECTIVES

Upon completion of this topic, you should be able to:

1. Describe the characteristics & qualifications of community college faculty and other professional personnel.
2. Review the findings of attitude and perception studies of community college faculty.
3. Cite characteristics desired of community college faculty by administrators and community college authorities.
4. Describe two graduate programs which have been developed specifically to prepare community college faculty and/or other professional staff.
5. Discuss types of faculty involvement in policy formulation and issues relating to such involvement.
6. Identify and analyze three types of in-service programs for community college faculty.
7. Present an informed account of community college employment opportunities & working conditions, benefits, & teaching loads.

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TOPIC 11: ORGANIZATION, ADMINISTRATION and GOVERNANCE

TOPIC OUTLINE

A. Iowa Merged Area School Legislation and Policies.
1. Legislative provisions pertaining to community colleges.
2. Policies of the Area Schools Division - DPI.
3. Functions of local community college boards.

B. Major Legislative Provisions Pertaining to Governance of Community Colleges in Selected Other States.
1. States with a high degree of state-level control and financial support.
2. States with a balance of state-level and local control and financial support.
3. States with a high degree of local control and financial support.
4. States with university control of community colleges.

D. The Impact of National & Regional Organizations on Governance & Administration of Community Colleges.
1. U.S. Department of Education
2. Regional and specialized accrediting agencies.
3. Regional boards, i.e. WICHE, NCACJCC.
4. American Association of Community & Junior Colleges.
5. Professional organizations and associations.

E. Patterns of Internal Governance.
1. Differentiation between administration & governance.
2. Administrative structures.
3. Faculty involvement in policy formulation & governance.
4. Student involvement in policy formulation & governance.

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TOPIC 11: ORGANIZATION, ADMINISTRATION and GOVERNANCE

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TOPIC 12: FINANCING COMMUNITY COLLEGES

TOPIC OUTLINE

A. Sources of Revenue.
1. Tuition and Fees
2. General State Aid
3. Local property tax
4. Federal grants and loans
5. Revenue bonding for equipment & construction
6. Community college foundations

B. Types of State Funding.
1. Negotiate budget
2. Unit-rate formula
3. Foundation plan
4. Cost-based program funding

C. Tuition and Student Aid.
1. State student aid programs
2. Federal student aid programs

D. Expenditures.
1. Work load calculations
2. Purchasing practices
3. The computer as a financial tool
4. Cost vs. benefits in community colleges.

OBJECTIVES

Upon completion of this topic, you should be able to:

1. Describe the process of state, local and tuition funding of Iowa's community and technical colleges.
2. Describe the similarities and differences in funding between how Iowa community colleges and those of other states.
3. Describe different ways of defining "equity" in community college funding.
4. Describe alternative sources of funding for community colleges.
5. Describe the role of state economic development incentives upon the funding of community colleges.

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TOPIC 13: THE FUTURE OF THE COMMUNITY / JUNIOR COLLEGE

TOPIC OUTLINE

1. Future social position of the community college movement

2. Future demographics of the clientele.

3. Future high school and university relations.

4. Future developments in occupational programs.

5. Future developments in general education.

6. Future developments in adult and continuing education.

7. Future developments in development, remedial & special needs education.

8. Future developments in student and personnel services.

9. The changing profile of the professional staff.

10. Future funding and administrative patterns.

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